

Robert Smalls Middle

43 W. K. Alston Rd.
Beaufort, South Carolina 29906

Grades	6-8 Middle School	
Enrollment	725 Students	
Principal	Denise R. Smith	843-322-2535
Superintendent	Edna H. Crews	843-322-2300
Board Chair	Ms. Dale Friedman	843-322-2356

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	21	20	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004	Average	Below Average	No
2005	Average	Below Average	No

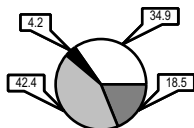
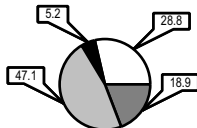
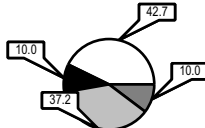
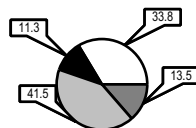
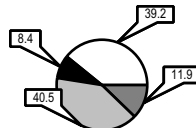
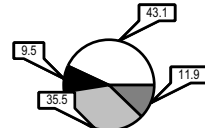
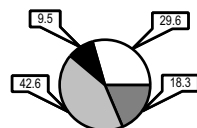
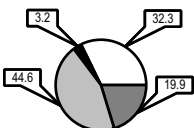
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

89.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	709	100.0	34.1	42.7	18.8	4.4	33.6	Yes	Yes
Gender									
Male	348	100.0	43.2	40.9	13.5	2.3	24.1		
Female	361	100.0	25.7	44.4	23.6	6.3	42.3		
Racial/Ethnic Group									
White	299	100.0	20.0	47.3	25.5	7.3	44.7	Yes	Yes
African American	358	100.0	45.5	40.8	12.1	1.6	22.9	No	Yes
Asian/Pacific Islander	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	38	100.0	50.0	20.6	23.5	5.9	35.3	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	617	100.0	28.2	46.0	20.9	4.9	37.4		
Disabled	92	100.0	75.0	20.0	3.8	1.3	7.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	709	100.0	34.1	42.7	18.8	4.4	33.6		
English Proficiency									
Limited English Proficient	13	100.0	N/AV	N/AV	N/AV	N/AV	N/AV	I/S	I/S
Non-Limited English Proficient	696	100.0	32.8	43.6	19.1	4.5	34.2		
Socio-Economic Status									
Subsidized meals	404	100.0	42.8	42.6	12.0	2.7	24.2	No	Yes
Full-pay meals	305	100.0	21.3	43.0	28.7	7.0	47.3		

Mathematics – State Performance Objective = 36.7%									
All Students	709	100.0	27.9	47.5	19.1	5.5	36.8	Yes	Yes
Gender									
Male	348	100.0	30.7	44.9	18.8	5.6	34.7		
Female	361	100.0	25.4	49.8	19.3	5.4	38.7		
Racial/Ethnic Group									
White	299	100.0	14.9	50.9	25.8	8.4	46.9	Yes	Yes
African American	358	100.0	38.9	45.9	13.1	2.2	27.1	Yes	Yes
Asian/Pacific Islander	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	38	100.0	38.2	32.4	14.7	14.7	41.2	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	617	100.0	22.7	50.2	21.1	6.0	40.6		
Disabled	92	100.0	63.8	28.8	5.0	2.5	10.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	709	100.0	27.9	47.5	19.1	5.5	36.8		
English Proficiency									
Limited English Proficient	13	100.0	66.7	33.3	0.0	0.0	8.3	I/S	I/S
Non-Limited English Proficient	696	100.0	27.2	47.7	19.5	5.6	37.3		
Socio-Economic Status									
Subsidized meals	404	100.0	34.8	48.1	14.9	2.1	27.4	No	Yes
Full-pay meals	305	100.0	17.8	46.5	25.2	10.5	50.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	708	100.0	41.9	37.8	10.1	10.3	20.4
Gender							
Male	347	100.0	42.7	37.1	9.6	10.6	20.2
Female	361	100.0	41.1	38.4	10.6	10.0	20.5
Racial/Ethnic Group							
White	298	99.7	25.2	43.1	14.6	17.2	31.8
African American	358	100.0	56.7	34.4	6.4	2.5	8.9
Asian/Pacific Islander	11	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	38	100.0	52.9	20.6	2.9	23.5	26.5
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	616	100.0	37.8	39.6	11.2	11.4	22.6
Disabled	92	100.0	70.0	25.0	2.5	2.5	5.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	708	100.0	41.9	37.8	10.1	10.3	20.4
English Proficiency							
Limited English Proficient	13	100.0	N/AV	N/AV	N/AV	N/AV	N/AV
Non-Limited English Proficient	695	100.0	40.7	38.5	10.3	10.5	20.8
Socio-Economic Status							
Subsidized meals	404	100.0	51.3	37.5	6.4	4.8	11.2
Full-pay meals	304	100.0	28.0	38.1	15.6	18.3	33.9

Social Studies							
All Students	708	100.0	32.9	42.2	13.6	11.4	25.0
Gender							
Male	347	100.0	37.4	36.4	13.9	12.3	26.2
Female	361	100.0	28.7	47.4	13.3	10.6	23.9
Racial/Ethnic Group							
White	298	100.0	21.9	40.1	19.3	18.6	38.0
African American	358	100.0	41.4	44.3	9.9	4.5	14.3
Asian/Pacific Islander	11	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	38	100.0	47.1	32.4	5.9	14.7	20.6
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	616	100.0	27.8	44.3	14.8	13.0	27.8
Disabled	92	100.0	67.5	27.5	5.0	0.0	5.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	708	100.0	32.9	42.2	13.6	11.4	25.0
English Proficiency							
Limited English Proficient	13	100.0	91.7	8.3	0.0	0.0	0.0
Non-Limited English Proficient	695	100.0	31.7	42.8	13.8	11.6	25.4
Socio-Economic Status							
Subsidized meals	404	100.0	38.3	43.9	11.4	6.4	17.8
Full-pay meals	304	100.0	24.9	39.7	16.7	18.7	35.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	222	100.0	46.4	35.9	16.3	1.4	17.7
	7	255	100.0	31.1	45.5	21.3	2.1	23.4
	8	227	100.0	23.6	56.5	17.1	2.8	19.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	229	100.0	38.3	35.9	19.6	6.2	25.8
	7	254	100.0	33.6	47.7	18.2	0.5	18.6
	8	226	100.0	30.5	44.8	18.2	6.4	24.6
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	222	100.0	33.0	39.2	18.7	9.1	27.8
	7	255	100.0	35.7	43.0	14.0	7.2	21.3
	8	227	100.0	31.5	39.8	22.7	6.0	28.7
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	229	100.0	23.4	45.9	24.9	5.7	30.6
	7	254	100.0	26.8	48.6	16.8	7.7	24.5
	8	226	100.0	34.0	48.3	15.8	2.0	17.7
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	229	100.0	49.3	31.6	9.1	10.0	19.1
	7	254	100.0	39.1	36.8	12.3	11.8	24.1
	8	225	100.0	37.6	45.0	8.9	8.4	17.3
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	229	100.0	31.1	33.0	18.7	17.2	35.9
	7	254	100.0	36.4	41.4	13.6	8.6	22.3
	8	225	100.0	31.2	52.0	8.4	8.4	16.8

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 725)				
Students enrolled in high school credit courses (grades 7 & 8)	20.9%	Up from 18.3%	15.4%	15.5%
Retention rate	6.0%	Down from 6.7%	3.0%	3.0%
Attendance rate	95.7%	Up from 95.5%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.7%	Up from 3.0%	4.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.8%	Up from 3.0%	4.7%	4.6%
Eligible for gifted and talented	16.5%	Up from 15.7%	17.7%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.6%	Up from 13.5%	15.1%	13.6%
Older than usual for grade	5.7%	Down from 6.9%	4.6%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.5%	Down from 4.0%	0.7%	0.8%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 50)				
Teachers with advanced degrees	46.0%	Down from 46.2%	46.9%	51.8%
Continuing contract teachers	70.0%	Down from 75.0%	80.4%	78.1%
Highly qualified teachers	86.7%	Up from 81.8%	91.7%	89.6%
Teachers with emergency or provisional certificates	9.1%	Down from 14.3%	6.5%	6.0%
Teachers returning from previous year	78.0%	Down from 81.8%	84.5%	85.4%
Teacher attendance rate	95.7%	Up from 94.6%	95.0%	94.9%
Average teacher salary	\$41,600	Up 1.4%	\$40,844	\$41,328
Prof. development days/teacher	15.8 days	Up from 13.4 days	12.0 days	11.5 days
School				
Principal's years at school	8.0	Up from 7.0	2.0	3.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 18.3 to 1	21.4 to 1	21.3 to 1
Prime instructional time	87.5%	Down from 87.7%	88.8%	89.3%
Dollars spent per pupil*	\$6,925	Up 13.4%	\$5,573	\$6,022
Percent of expenditures for teacher salaries*	61.3%	Up from 60.8%	61.2%	61.7%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	96.5%	Down from 99.0%	98.0%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.1%		89.4%	
Highly qualified teachers in high poverty schools	94.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-2005 school year began with an emphasis on raising student achievement in all academic content areas as well increasing the number of volunteers in the school. We had volunteers from the US Naval Hospital who assisted teachers in classrooms as well as after-school activities. Robert Smalls Middle was recognized by the State Educational Oversight Committee in June for closing the achievement gap among minority and socioeconomically disadvantaged students as measured by PACT scores. Students have been recognized in the following ways due to the collaborative efforts of our teaching staff: county, district, and state essay contest winners, 14 South Carolina Junior Scholars, two Duke Talent Identification Program Scholars, excellent ratings by the Symphonic Band, a third place state chess championship, and a seventh grade district middle school basketball championship. We continue to be the only middle school in Beaufort County that is a State Exemplary Writing School Award winner.

Throughout the year teachers have worked to integrate problem solving, reasoning, and critical thinking into all curricular areas. All students were involved in problem-based learning units that had a real-world focus while being based on South Carolina Curriculum Standards. Technology was used to support these curricular investigations and to provide opportunities for students to integrate it into their learning, making their educational program more meaningful and relevant.

Student achievement gains as measured by the 2004 PACT showed gains that were expected. Our students' scores in both English language arts and math improved three percentage points from the 2003 testing. Although gains were recorded, the staff continued to review the causes for any areas that did not show an increase and developed a plan for improvement in that area. All English, math, and science teachers participated in a workshop during the first nine weeks of school on using data from the Measures of Academic Progress test (MAP) to improve the instructional program for each student. School-wide writing exercises in all four academic areas were implemented. Common assessments in the content areas were administered to provide feedback on our students' progress in reaching goals set in all content areas. Parents were kept informed of their child's progress in these areas. We believe that the commitment by all teachers to deliver a meaningful educational program for students that insures mastery of grade level concepts will result in improvement in our scores on the 2005 PACT. This intense focus will also provide the foundation for success needed as students move to the next level of their educational program. I look forward to working with staff, parents, and the community during the 2005-2006 school year to establish Robert Smalls as a premiere middle school in South Carolina.

Denise R. Smith
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	54	198	125
Percent satisfied with learning environment	71.7%	64.8%	65.3%
Percent satisfied with social and physical environment	84.9%	62.4%	54.5%
Percent satisfied with school-home relations	41.5%	79.4%	58.3%

*Only students at the highest middle school grade level at this school and their parents were included.